

Thorpepark Academy

RE

Year Group: 2 Term: Autumn 1	Unit 2.1 Theme: Lead us not into Temptation Concept: gospel, right and wrong	Worldview: Christianity, Judaism, Humanism, personal view
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Key Question: Right or Wrong?

About this unit: This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values. Also see the Christmas unit which may follow.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
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Links to SMSC

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Hull and East Riding Agreed Syllabus

Related end of Key Stage 1 expectations pupils should be able to...

Exploring	Learning outcomes by the end
Philosophy How do people decide what is right and wrong?	Talk about how people make choices talk to faith members about how they make moral choices
Theology What do faith stories say about the value of each individual?	Retell faith stories about the value of each individual talk sensitively about people of different faiths
Social Sciences What are the special rules and values that religious people follow?	Make links between religious rules and values for living

Skills:

Theology Recall and name Retell and suggest meanings for Recognise similarities and differences	Philosophy Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively	Social Sciences Observe and recount Find out about and respond Find out and begin to express ideas
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Prior Learning

Future Learning

This unit builds on learning in Unit 1.3 What a wonderful world and draws upon a basic understanding of how individuals operate within a community such as at school	In Year 4 children will learn about Saints in the Unit 4.2. They will discuss who is important to us and why they are important.
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Sticky Knowledge



Key vocabulary

<p>Every person makes choices. Some choices are difficult to make.</p> <p>In the story of Adam and Eve, Eve was tempted by the snake and ate the apple.</p> <p>The devil tempted Jesus to turn stones to bread</p> <p>People learn what is right from wrong from a variety of places such as family, school, society, religion, belief and values.</p> <p>Many religions have one golden rule: to treat other people the way we would like to be treated.</p> <p>Christians and Jews believe that God sees all and doing good acts will help you.</p> <p>The story of Adam and Eve teaches Christians about good and evil, experience joy, and grow and become better. The story of the stones into bread teaches Jews to follow and listen to God.</p>	<p>consequence, good, evil, fairness, moral choices, right or wrong, Adam & Eve, temptation, golden rule, Christianity, Judaism, Humanism, bible, Torah</p>
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Resources


Choices picture cards, Adam and Eve picture, Adam and Eve video, image of Christ's temptation in a stained glass window, image of stained glass window from a Holy Family Roman Catholic Church, website links within lessons

	LO	Lesson outline
<p>Lesson 1</p> <p style="color: purple;">Ask questions</p>	<p>LO: To understand that I can make choices based on right or wrong</p> <p>Sticky Knowledge: Every person makes choices.</p> <p>Skill: Ask and respond to questions</p>	<p>Mini Question: When do we have to make choices; what different choices might we make?</p> <p>Recap: What can they remember from Year 1 when talking about community and what this means? How do people live their lives differently?</p> <p>Show children artist depiction of Adam and Eve in the garden.</p>  <p>Children use post-it notes to write down any questions they have about this image. Display on RE tree or in RE floor book. These can be referred back to over the course of the lessons.</p> <p>Lesson Outline: Show children some pictures, e.g. a dog and a cat. Which one would you prefer? Do this a couple of times. Children to then discuss the fact they have just made choices. What does this mean? Introduce them to the mini question. What choices in life do we make? What choices in school do we make? In school do we make good or bad choices? Talk about how sometimes we know we should make the right choice, e.g. behaving in school, but we can be tempted by others e.g. If our friend is talking in class, we might think it is ok to also do this or be tempted by this.</p> <p>Lower ability children might draw a picture of them making a choice and label this.</p> <p>Challenge: Why might it be difficult to always make the right choice?</p>
<p>Lesson 2</p> <p style="color: purple;">Ask questions</p>	<p>LO: To recognise that some choices are difficult to make</p> <p>Sticky Knowledge: Some choices are difficult to make.</p> <p>Skill: Explore questions</p>	<p>Mini Question: What are our difficult choices?</p> <p>Recap: last lesson</p> <p>Lesson outline:</p> <p>Talk about choices in everyday life e.g. your friends invite you to a party on the same day, you have to make the choice of which one you would go to. Choosing this could be a difficult choice.</p> <p>In books - children are to be given scenario cards e.g. Someone seeing something bad happening, someone being invited to two birthday parties, seeing someone being bullied, etc – children to write the choices that</p>

		<p>have to be made and if this is a difficult choice or not. Children to write about which choices are based on what is right and wrong.</p> <p>Challenge: Name a time when you have had to make a difficult choice.</p>
<p>Lesson 3</p> <p>Investigate and dig deeper</p>	<p>LO: I understand what temptations Adam and Eve faced</p> <p>Sticky Knowledge: In the story of Adam and Eve, Eve was tempted by the snake and ate the apple.</p> <p>Skill: Find out about and respond</p>	<p>Mini Question: What are temptations; how do we deal with them?</p> <p>Recap: What are choices and what are some difficult choices we might make? Show children artist depiction of Adam and Eve in the garden – same as last week. Read through the question post its notes that were left on this piece and now children are to write down what they can see on this image.</p>  <p>Lesson Outline: Introduce mini question to the class. What do we mean by the word temptation? Tempted? Have you ever been tempted by anything? Show children some images e.g. Someone doing homework, what would tempt you to make you stop doing your homework e.g. Wanting to play outside with friends. Take some more examples of things like this and note them down. In the old testament, Christians read about temptation through the story of Adam and Eve. Show video.</p> <p>https://www.youtube.com/watch?v=VG3D9EOwSyc</p> <p>Recap the story of Adam and Eve – use cut outs of the story to order and discuss the key points as a class. E.g.</p> <ol style="list-style-type: none"> 1. Adam and Eve lived in paradise happily (The garden of Eden) 2. God told them to not eat the fruit in the garden as this was forbidden and they would die 3. A serpent came to the garden and told Adam and Eve that they could eat the fruit and tempted them to do so. 4. Adam and Eve ate the forbidden fruit off the tree of knowledge 5. As punishment God banished Adam and Eve from the Garden <p>How does this story show temptation? Adam and Eve made a bad choice based on being tempted by the serpent (the devil) – was this the right choice? Why? What would you have done?</p> <p>In books children to be given a cut out of the tree, they are to write key points they learnt from the story on apples e.g. The snake tempted Adam and Eve, they made the wrong choice, they ate the forbidden fruit, God banished them from paradise etc.</p> <p>Challenge: What would a right choice look like in the story of Adam and Eve?</p>
<p>Lesson 4</p> <p>Investigate and dig deeper</p>	<p>LO: To know the temptations faced by Jesus</p> <p>Sticky Knowledge: The devil tempted Jesus to turn stones to bread – Matthew 4:1 - 11</p> <p>Skill: Find out about and begin to express ideas</p>	<p>Mini Question: What temptations did Jesus face? What did he do?</p> <p>Recap: Previous learning from lesson 2 What do we mean by the word temptation? How were Adam and Eve tempted in the Old Testament? What consequence did this have? Do all bad choices have bad consequences?</p> <p>Lesson Outline: Show children the image of the stained-glass window. Children to write on post its what they think is happening and write down any questions they may have- add to display board. Take ideas from children and make a class image with lots of post it notes on – this can be used to refer back to throughout the lesson.</p> 

		<p>Explain to children that this is a stained glass window – where do we find this? Explain that this image in the window is depicting a temptation that Christ faced. Introduce the mini question – can we answer this just by looking at the window? Take ideas children may have about this.</p> <p>Teach children the story of Jesus’ temptation – Watch the video: Jesus Tempted Temptation of Jesus - Bible Story - YouTube or another version.</p> <p>The spirit led Jesus into the desert to be tempted by the Devil. After forty days and nights without food, Jesus was hungry. The Devil tempted Jesus to turn stones into bread, to which he replied “Human beings cannot live on bread alone, but need every word God speaks.” The second temptation was for Jesus to throw himself from the highest point of the temple and order angels to catch him. Jesus replied “Do not put the Lord your God to the test.” Finally, the Devil offered Jesus all the kingdoms of the world in return for worshipping him. Jesus replied “Worship the Lord your God and serve only him!” The Devil left Jesus and angels came and helped him.</p> <p>Jesus is tempted (Matthew 4:1-11)</p> <p><i>Teacher knowledge: The three temptations which Matthew records give an insight into the issues that Jesus was wrestling with during his forty days in the wilderness:</i></p> <p><i>“Tell these stones to become bread” – The first dilemma which Jesus faced was how to use his miraculous power, whether to use it for selfish reasons or to help others. Jesus denied himself the opportunity to satisfy his hunger, even though he had been fasting for forty days and nights. This shows that he is not concerned with material things but with spiritual food given by God.</i></p> <p><i>“Throw yourself down” – Jesus was told to throw himself from the highest point of the temple. On this one occasion the Devil himself quoted scripture. Again, the challenge to Jesus was to misuse his power. But it also asked Jesus to prove that he was the Messiah and that God really cared for him. This question was an important one for Jesus to deal with because he would be faced with it again and again as people questioned his identity and authority.</i></p> <p><i>“Bow down and worship me” – This temptation tested Jesus’ devotion to God and also his desire for political power. However, Jesus showed that his idea of a Messiah was not one who had political power but one who put God’s kingdom first.</i></p> <p><i>Jesus responds to each temptation with a quotation from the Old Testament book of Deuteronomy. This shows that when Jesus is tempted and feels he is in a difficult situation, he looks to God’s word for guidance.</i></p> <p><i>As a result of the temptations, Jesus was stronger.</i></p> <p>In books children are to draw the three temptations (lower abilities to just focus on turning stones to bread) – children to label/write a sentence below outlining the temptation – Remind children that Jesus was a Jew.</p> <p>Challenge: Why is the story of temptation an important one to teach in religion?</p>
<p>Lesson 5</p> <p>Investigate and dig deeper</p>	<p>LO: To talk about how people make choices</p> <p>Sticky Knowledge: People learn what is right from wrong from a variety of places such as family, school, society, religion, belief and values.</p> <p>Skills: Explore questions</p>	<p>Mini Question: How do we know what is right and wrong?</p> <p>Recap: Ask children: What does temptation mean?</p> <p>Lesson Outline:</p> <p>Read the Lord’s prayer and focus on the line...’and lead us not into temptation’</p> <p>Christians believe that they should follow God’s example and not be tempted so they would know what is right and wrong from their faith (worship, prayer, way of life, etc).</p>

	<p>Express ideas</p>	<p>Jews like Christians believe in God and follow the 10 commandments and so also know what is right and wrong.</p> <p>What about humanists?</p> <p>Children watch video from a Humanist' s perspective - https://humanists.uk/thatshumanism/ (click on video What makes something right or wrong?)</p> <p>What about your own personal view?</p> <p>How do you know what is right from wrong?</p> <p>Discussion -</p> <p>Christians know what is right from wrong because...</p> <p>Jews know what is right from wrong because...</p> <p>Humanists know what is right from wrong because ...</p> <p>I know what is right from wrong because...</p> <p>Adults scribe during circle and add to floor book. Or work could be written up in books.</p> <p>Challenge: Is right always right, and wrong always wrong?</p>
<p>Lesson 6</p> <p>Investigate and dig deeper</p>	<p>LO: To understand the 'golden rule' and how it applies to our treatment of others</p> <p>Skill: Express ideas</p> <p>Sticky knowledge: Many religions have one golden rule: to treat other people the way we would like to be treated</p>	<p>Mini Question: What are 'golden rules'? Who follows them?</p> <p>Recap:</p> <p>Lesson Outline: Explain that there are many groups of people in the world and that lots of them have a rule that is very important. Although each group uses slightly different words to say the rule, the meaning of the words are very similar indeed. Give groups the Golden Rule from Christianity, Humanism and Judaism and ask them to work out what the message of the rule actually is. Christianity: Love your neighbour as yourself. Humanism: Treat other people as you'd want to be treated in their situation; don't do things you wouldn't want to have done to you. Judaism: What is hateful to you, do not do to your neighbour. Allow groups time to feed their ideas back to the rest of the class and allow pupils to decide which groups have explained the meaning of the rule really well – some discussion might be needed here on the word 'neighbour' meaning everyone else, not just a person who lives very near to you.</p> <p>Explain that although the words are different for all three of the rules, they are basically saying the same thing: It is important to think about how we treat others. We should think about how we would like to be treated and make that a guideline for how we treat other people. Tell pupils that this idea is known as the Golden Rule and is found not just in Christianity, Humanism and Judaism but over time has been important to many other groups of people too, including Ancient Greeks, Jains, Buddhists, Hindus, Muslims and many, many more and it is still important to lots of those groups today. It helps people to be kind and unselfish.</p> <p>With pupils, look at the work of The Pay it Forward Foundation (USA), discussing the concept of 'paying it forward' and Pay it Forward Day. www.payitforwardfoundation.org/</p> <p>Discussion and work in books - Ask pupils to discuss these sentence starters in pairs, then independently finish them orally or on a writing frame:</p> <p>(A) One example of a kind deed I could do for someone is...</p> <p>(B) If someone did this for me, it would make me feel... (C)</p> <p>Three different ways in which I could 'pay forward' this kindness to others might be by... (D)</p> <p>If everyone passed kind deeds on to others...</p> <p>Challenge:</p>

<p>Lesson 7</p> <p>Interpret and analyse</p>	<p>LO: To compare views from a faith member and a non-faith member</p> <p>Sticky Knowledge: Christians and Jews believe that God sees all and doing good acts will help you.</p> <p>Skill: Recognise similarities and differences</p>	<p>Mini Question: Is it worth doing good things if nobody sees you? How might a faith member respond to this question?</p> <p>Recap: How was Jesus tempted? Can you remember what is said in the old testament? What is the purpose of this temptation?</p> <p>Lesson Outline: Show children the below image and get them to write on post it notes their thoughts and any questions – what does it show? Why is there an eye? What does this represent? Whose eye do we think this is?</p>  <p>Introduce children to the mini question – why do people do good things? If you were to give money to charity, do you need to tell people? Etc. If I don't tell anyone what is the point? Give examples of people who help day in and day out e.g. food bank workers etc – are they constantly telling people what they are doing? No, why bother etc? Children to discuss how we don't do good things just to tell people and so people can see us. We do good things because it is a right choice.</p> <p>In both Christianity and Judaism these faith members believe that God is omniscience – this means that he is all knowing, God can see and know everything that we do. They believe this is why good deeds are important, not so people here on earth think you are good, even though this is important, but that God knows you are acting in a good and holy way – what happens to Christians and Jews if they act in this way, do they think? E.g. go to heaven.</p> <p>Children to look at the below quote:</p> <p>Their God is called “the Lord Who Sees” (Adonai Yireh)</p> <p>Genesis 22:14.</p> <p>Why is it important for Jews to take part in good deeds? How would they fight temptation? Discuss the idea of being in a religion and being tempted by those outside of the religion e.g. their friends are not religious so why are they etc? Do they feel pressure to move away from their religion?</p> <p>In books - children to write their thoughts on this topic e.g. Is it worth doing a good deed if no one sees you?</p> <p>It is/is not worth doing a good deed if no one sees you because _____</p> <p>The children to take the quote from above and write why this is important to Jews.</p> <p>It is worth doing a good deed if no one sees you because _____</p> <p>Challenge: How might a Christian and Jew decide to live their life due to believing God is omniscient?</p>
<p>Lesson 8</p> <p>Evaluate and review</p>	<p>LO: To understand how these stories tell Christians and Jews how to live their lives</p> <p>Sticky Knowledge: The story of Adam and Eve teaches Christians about good and evil, experience joy, and grow and become better. The story of the stones into bread teaches Jews to follow and listen to God.</p>	<p>Mini Question: What do religious stories tell believers about how to live their lives?</p> <p>Recap: What is a good deed? What do Christians and Jews believe about God? What does omniscience mean?</p> <p>Lesson Outline: Introduce children to the mini question. Recap both stories e.g. focus on Adam and Eve and turning stone to bread. Show children images on the Torah and Bible and explain how these holy books tell religious people about these stories but why?</p> <p>Children to write ideas down to this question: Why tell these stories?</p> <p>Show children a fable e.g. the tortoise and the hare, children to discuss that this teaches us to take our time and not rush, slow and steady wins the race because you might make mistakes if you rush. Just like this fable, these two religious texts tell these stories to teach their followers and to inspire them to live their life a certain way. The story of Adam and</p>

	<p>Skill: Find out about and respond</p>	<p>Eve teaches Christians about good and evil, experience joy, and grow and become better. The story of the stones into bread teaches Jews to follow and listen to God. Both books also teach their followers to treat others with love and kindness. Why is this important? Link to humanism and how humanists do not look to a religious text for this answer however they do also believe this.</p> <p>In books - give children a picture to represent each story and underneath children to write what this story teaches its followers.</p> <p>Challenge: How can these stories tempt religious followers to make the right choice?</p>
<p>Lesson 9 Reflect and respond</p>	<p>LO: To recognise the feelings related to making the right or wrong choice</p> <p>Skill: Respond sensitively</p>	<p>Mini Question: How does it feel to make a choice?</p> <p>Recap: What do you remember about temptation? How do Christians, Jews, Humanists, you know how to make the right choice?</p> <p>Lesson outline:</p> <p>Circle held to discuss a range of questions. At the start of the circle, remind all children that we need to respect and respond sensitively to the answers that everyone in the class gives.</p> <p>Focus on these questions:</p> <p>How do we feel when we make the right choices?</p> <p>How do we feel when we realise we have made the wrong choices?</p> <p>What can we do if we make the wrong choices? Can we always put things right?</p> <p>What would a person of faith do to make things better?</p> <p>What is there always room in the world for?</p> <p>Work in books – children choose one question from above to answer in their books. Ensure that there is a full range of the questions across all pupils' books.</p>
<p>Lesson 10 Demonstrate new understanding</p>	<p>LO: I understand how the choices I make can affect other people and make the world a better place</p> <p>Skill: Explore questions</p>	<p>Mini Question: How do the choices we make affect other people and help make the world a better place?</p> <p>Recap: What did the stories we looked at teach us? Or teach their followers?</p> <p>Lesson Outline: Show children images of choices being made e.g. not doing homework, not washing hands, going out to play etc – what might be the consequences of these? Do all consequences only affect us? No – we can affect other people with what we decide to do. Humanists believe we are the reason for any bad consequences that come our way. Are all consequences bad? No.</p> <p>Show children images of people making good choices e.g. beach cleans, food banks, helping the poor, refugees being helped. Stick the pictures in their books and answer the question how does this make the world a better place?</p> <p>In books - children write about a good decision they could make, explaining what their choice is and what affect this would have on the world. Lower ability might label or have this scribed.</p> <p>Challenge: Do we need religion to tempt us to make good choices?</p>